

Syllabus: Cultural Geography

Geography 1020 - Fond du Lac Tribal and Community College – Fall 2021

Syllabus and schedule are subject to changes at the discretion of the course instructor and in response to changes at the institutional and system levels due to the pandemic situation.

Instructor

Dr. Carl M. Lemke Oliver Sack (he/they). I prefer to be called Carl; if you feel more comfortable referring to me by my last name, just use Sack (as in Dr. Sack and Professor Sack).

Contact Information

Email: carl.sack@fdltcc.edu. I reply to all student emails within 24 hours.

Cell Phone: (608) 712-8335. Call or text at any time; you will not bother or disturb me. If you call and I don't answer, please leave a voicemail. I generally reply to voicemails and texts within a few minutes to a few hours.

Office Hours

10:45 AM-12:45 PM Mondays & Wednesdays, or by appointment, in Room W222 on campus or via Zoom at <https://minnstate.zoom.us/j/99874642687>.

Minnesota Transfer Curriculum

This course satisfies Minnesota Transfer Curriculum (MTC) goal areas of Goal 5: History / Social Behavioral Science (Group 2) and Goal 8: Global Perspective.

Course Overview

This is a 3-credit online course that introduces key geographic concepts and theories of cultural development and place-making. It explores the co-creation of place and culture through geographic processes including power relations, capitalism, globalization, human-environment interaction, movement and migration, language, belief system, and identity.

Course Goals

Upon completion of this course, students will be able to:

1. Explain what geography and cultural geography are.
2. Discuss their cultural landscape.
3. Identify population characteristics of cultural groups.
4. Compare and contrast types of migration and movement.
5. Explain relationships between humans and the environment.
6. Interpret spatial patterns of select cultural phenomena portrayed in maps.

Prerequisites

There are no academic prerequisites for this course.

Learning Resources

The course textbook is *Understanding Cultural Geography: Places and Traces, Third Edition* by Jon Anderson (Routledge, 2021), available as paperback through the campus bookstore or as an e-book through your preferred online vendor. **Reading the textbook is required** and you will not be able to complete the course without it! A copy of the textbook will be placed on reserve in the Ruth A. Myers Library on the FDLTCC Campus. Certain course activities will involve additional readings, videos, and multimedia websites. Links to all materials other than the textbook will be provided through the D2L course site.

Technology

This course is offered online and asynchronously, meaning there are no class meetings. This is a mobile-ready course, meaning you can complete it with a smartphone or tablet, although a full computer is recommended. You will need the following:

- Basic computer skills.
- Internet access (wired, wifi, or cell data plan).
- A laptop or desktop computer OR a tablet or smartphone.
- Speakers, microphone, and camera.
- Video capture software, such as your computer or phone's photos app.
- A modern internet browser (Firefox, Chrome, Edge, or Safari).
- A word processor such as Microsoft Word, Google Docs, or LibreOffice. Word is available through your campus Microsoft 365 subscription.
- Access to D2L Brightspace through your campus StarID account. Use of the Brightspace Pulse app is recommended if you are using a smartphone.

If you do not have or are unsure about any of the above requirements, contact Robin Anderson, our Instructional Technology Specialist, at robin.anderson@fdltcc.edu.

Computer Skills

Since this is an online class, you will need to be able to do the following:

- Obtain access to an internet connection for the duration of the course
- Navigate the Brightspace D2L learning management system
- Use word processing software (Microsoft Office or equivalent) to create documents
- Search for information on the internet
- Send and receive email using your campus email account (check it daily!)
- Use interactive web maps, such as Google Maps
- Follow directions provided for using specialized interactive websites

The college provides several training videos and tutorials on the use of these technologies through the [Student eServices page](#) under “Current Students” on the college’s website, and through the [FDLTCC Brightspace D2L home page](#). Contact Robin Anderson at the email address above for further assistance.

What you can expect from me

I try to bring passion and enthusiasm to the topics I teach. I intend to lay out course expectations in a clear and concise manner and provide user-friendly navigation on the course website. I will give you timely feedback on assignments (within 1 week after the due date) and reach out to you if I see your participation slip. I will post regularly in class discussion forums to facilitate a lively conversation. I will respond as quickly as possible to all communications from students—you are my highest priority. If you need special accommodation, please follow the procedure in the Disabilities Notice below first, then let me know as soon as possible so I can work with your plan accordingly.

What I Expect from You

This is a college-level course, and you will need to put in just as much effort into it as you would an in-person course. For 3 credits, this is **8-9 hours per week**. I expect you to keep up with the course reading, participate fully in class discussions, and turn in assignments on time or let me know in advance of the due date if you need an extension. Although it counts for general education credit, do not expect this course to be easy. The course material is not just a collection of facts; you will be learning new ways of thinking about the world and will likely find your current ways of thinking challenged. I strongly encourage you to be curious about the material we are learning, ask lots of questions, and consider yourself part of an engaged community of learners.

Course Feedback

Your direct and timely feedback will help improve the class. I am open to any suggestions you have. If you are experiencing a problem, the sooner you let me know, the sooner I will be able to address it and the easier it will be to solve.

Course Structure and Activities

This course has been updated to use the Third Edition of the textbook, published in 2021. We will cover most of the chapters in the textbook, but not in their original sequence. The course content is organized into three units, each consisting of four chapter-based modules and a fifth assessment module. The sequence of modules is listed in the schedule at the end of the syllabus. Course activities will include:

Readings & Reading Notes

You will be assigned required reading from the textbook for each module. You will quickly see that this book is more like a work of philosophical nonfiction than your typical college textbook. **You are expected to read each assigned chapter in its entirety and take notes.** Read the chapters as they are assigned in the course schedule, not in the order they appear in the book.

For the first few chapters, you will be provided with a skeletal outline which you can download and use for taking notes on if you wish. After that, you may develop your own skeletal outline, or use any other format you choose. Your notes may be hand-written or typed, though studies have shown better learning outcomes from hand-writing notes. You will submit either photos of your handwritten notes or a document of typed notes for a grade each week.

Each textbook chapter presents new and challenging ideas. If you try to skim the reading, you will not take much from it; even if you read it fully, you might have to re-read some parts once or twice to really “get it.” When you run into unfamiliar words, look them up! That’s what the internet is for. I will also do my best to go over challenging concepts and phrasing in weekly summary videos, which you should watch.

Reading Responses

Much of what we will be doing in this course is coming to a shared understanding of the material, and discussion is critical for that purpose.

1. Each week you will write a discussion post of **at least 300 words** responding to a concept or set of concepts from the reading.
2. You will also post **at least two replies** to other student(s) response posts from the previous week. These can be any length, but must express some thoughtful reflection or pose a complex question to author of the post (i.e., no “I agree!” or “Wow, that’s so cool!” posts). You can earn extra credit by posting additional replies.

The Discussion Guidelines in the General Course Information module on D2L provides a full list of guidelines and expectations. You are free and even encouraged to disagree with someone else (including the instructor!), but keep the dialogue respectful and constructive. Posts with profanity, insults, or bigotry will be deleted and I will ask the poster to rephrase and repost their comments. Multiple incidents from the same person will be reported to college administrators.

Activity Assignments

You will be assigned an activity to complete for each module that compliments and applies the concepts in the reading. Activities include things like concept mapping, responses to online maps and interactive websites, videos, and journaling. Each activity will include an extra credit opportunity.

Assessments

Instead of regular exams or quizzes, you will complete three Assessments at evenly spaced intervals during the semester. Each assessment will be in the form of a written paper with an artistic or creative component. The assessments will give you the chance to demonstrate your understanding of the ideas presented in the learning material from the four weeks prior to each one. You will have one week with no other assignments to complete each assessment, except the final one, which is given the last full week of the course plus finals week.

All assignments will be due at 11:59 p.m. on Sunday of the week indicated on the schedule, except the third Assessment, which is due at 11:59 p.m. on the last day of the course (Friday, December 17).

Late Work and Extensions

Late work will be penalized 10% per day, up to 50% deduction. An assignment turned in 1-24 hours after the due date will be considered 1 day late, etc. (note that this differs from the way D2L counts lateness). An extension will be granted on request, no explanation needed, if you email me before the due date. If you email me after that, I will freeze your late deduction wherever it stands. There is no limit on the number of extensions you can get, but you must request each one individually, or work out a plan with me to catch up. Late work may be submitted until the end of the course for partial credit. No work will be accepted after the last day of the course (December 17).

Grading

Percentages of your final grade:

- Reading Notes: 10%
- Activities: 30%
- Discussions: 30%
- Assessments: 30%

Final grade breakdown:

- A. 90-100%
- B. 80-89%
- C. 70-79%
- D. 60-69%

I reserve the right to curve grades upward based on the class distribution of final grades. You will never get a lower grade based on your score than what is indicated above.

Course Preparation

If this is your first online course, you may underestimate how easy it will be to fall behind. Once you fall behind, it can be difficult to catch up. An online class requires quite a bit of *independence* and *self-motivation*. On the flip side, online courses can benefit you if you prefer to learn at your own pace and through reading/viewing material rather than hearing it in lecture. Some strategies to make sure you have a positive experience with the course include:

- Set daily goals for yourself (“On Monday, I will complete...”)
- *In advance*, block out time on your schedule equal to 9 hours a week, then adjust as needed. If you finish a day’s work early, great! Go play. If not, you’ll at least have the time you need to keep up.
- Put all class deadlines in a personal planner or calendar you look at every day and can check anywhere (Google Calendar, Apple Calendar, and Outlook all work great).
- Do not procrastinate! Get started *early* in the week. If you wait until Saturday to start on the reading and assignment, *you will fail!*

If you do fall behind, please *e-mail, call, or Zoom with me ASAP* to work out a catch-up plan. I understand that sometimes work or life interferes or you just miscalculate what you need to do for the course. There is no judgement on my end; in fact, I’d much rather you let me know if you’re struggling than say nothing and keep failing!

Plagiarism

You may not copy others’ work without attribution/citation or have others complete your work for you. If you copy text, it must be in double-quotes (“”) with credit given to the original author, and should account for *a small minority* of your submission. Plagiarism, or presenting the writing of another as your own (a.k.a. “copying”), results in an automatic 0 on the assignment. Multiple instances of plagiarism may result in a F in the course and be subject to any other disciplinary actions mandated by this institution and the Minnstate system.

Disabilities Notice

Fond du Lac Tribal & Community College is committed to providing equitable access to learning opportunities for all students. Under the Americans with Disabilities Act and Section 504 of the Rehab Act, Fond du Lac Tribal & Community College provides students with disabilities (e.g., mental health, attentional, learning, chronic health, sensory or physical) reasonable

accommodation to participate in educational programs, activities or services. Students with disabilities requiring accommodation to participate in class activities or meet course requirements should first complete an intake form and necessary requirements with Nancy Olsen, Disability Services coordinator, to establish an accommodation plan. She can be reached at nancy.olsen@fdltcc.edu or 218-879-0819.

Sexual Violence

Fond du Lac Tribal & Community College is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence, gender or sex-based bullying and stalking. If you or someone you know has experienced gender or sex-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. Fond du Lac Tribal & Community College has staff members trained to support survivors in navigating campus life, accessing resources, providing accommodations, assistance completing with protective orders and advocacy. For more information regarding the Campus Security Report, the following link will give you a report on the Clery Compliance and Security Report at FDLTCC: <http://fdltcc.edu/about-us/policies-reports/campus-security-policies-reports/>

Please be aware that all Fond du Lac Tribal & Community College employees are required to report any incidents of sexual violence and, therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the fullest extent possible. If you wish to report sexual misconduct or have questions about school policies and procedures regarding sexual misconduct, please contact Anita Hanson, Dean of Student Services, at 218-879-0805 or anita.hanson@fdltcc.edu.

Data Privacy

Your right to data privacy as a student is specified by the federal Family Educational Rights and Privacy Act (FERPA) and the Minnesota Government Data Practices Act (MGDPA), and described in the [FDLTCC Data Privacy Policy](#). This course requires you to access several different websites, most of which temporarily place tracking Cookies in your browser's web cache. For information on how to delete tracking cookies, see [this article from PrivacyPolicies.com](#). Brightspace D2L receives certain personal information about you from the Minnesota State Colleges and Universities system. [The Brightspace D2L Privacy Policy is located here](#).

Accessibility Statements

Voluntary Product Accessibility Templates (VPATs) show how software products meet the requirements of Section 508 of the Rehabilitation Act. Follow the links below for VPATs for the main software and websites used in this course:

- [Brightspace D2L VPAT](#)

- [Microsoft Office 365 VPAT](#)
- [Zoom VPATs](#)

Course Schedule

Readings and assignments are subject to change by the instructor.

Module (Due date)	Topic, Readings, Activities
0 (8/29)	<p><i>General Course Information</i></p> <p>Reading: Course Introduction, Syllabus, Notetaking Benefits and Tips, Discussion Guidelines</p> <p>Syllabus Quiz</p> <p><i>Warm-up Module: Skywoman Falling</i></p> <p>Discussion: Introduce Yourself</p> <p>Reading: Braiding Sweetgrass: Skywoman Falling</p> <p>Discussion: Cultural Stories of Place</p>
1 (9/5)	<p><i>Defining Cultural Geography</i></p> <p>Reading: Anderson Chapter 2: Why cultural geography?</p> <p>Discussion 1 Response</p> <p>Activity 1: Finding Traces</p>
2 (9/12)	<p><i>The Production of Place</i></p> <p>Reading: Anderson Chapter 5: Knowing (your) place</p> <p>Discussion 1 Replies & Discussion 2 Response</p> <p>Activity 2: (B)ordering Your Place</p>
3 (9/19)	<p><i>Place and Power</i></p> <p>Reading: Anderson Chapter 6: Taking and making places: traces and the stuff of power</p> <p>Discussion 2 Replies & Discussion 3 Response</p> <p>Activity 3: Awake: A Dream From Standing Rock</p>
4 (9/26)	<p><i>Belonging and Beliefs</i></p> <p>Reading: Anderson Chapter 7: Senses of place: scales and beliefs; additional selection from <i>Ojibwe Waasa Inaabidaa</i> by Peacock and Wisuri</p> <p>Discussion 3 Replies & Discussion 4 Response</p> <p>Activity 4: Gakina-awiiya: We Are All Related</p>

Module (Due date)	Topic, Readings, Activities
5 (10/3)	<i>Assessment 1: Create Your Own Place</i>
6 (10/10)	<i>Colonialism and Landscapes</i> Reading: Anderson Chapter 3: The history of cultural geography Discussion 4 Replies & Discussion 5 Response Activity 5: Geographies of Colonialism
7 (10/17)	<i>Capitalism</i> Reading: Anderson Chapter 8: The places and traces of capitalism: global, corporate, and anti-capitalisms Discussion 5 Replies & Discussion 6 Response Activity 6: The True Cost of Coal
8 (10/24)	<i>Mobility and Migration</i> Reading: Anderson Chapter 9: The places and traces of mobility Discussion 6 Replies & Discussion 7 Response Activity 7: i am a migrant
9 (10/31)	<i>Nature</i> Reading: Anderson Chapter 11: The places and traces of nature Discussion 7 Replies & Discussion 8 Response Activity 8: Go Take a Hike
10 (11/7)	<i>Assessment 2: Your Cultural Connections</i>
11 (11/14)	<i>Language</i> Reading: Anderson Chapter 10: The places and traces of language Discussion 8 Replies & Discussion 9 Response Activity 9: First Speakers: Restoring the Ojibwe Language
12 (11/21)	<i>Race and Ethnicity</i> Reading: Anderson Chapter 13: The places and traces of race and ethnicity Discussion 9 Replies & Discussion 10 Response Activity 10: The 1619 Project
13 (12/5)	<i>Gender</i> Reading: Anderson Chapter 14: The places and traces of gender Discussion 10 Replies & Discussion 11 Response Activity 11: Gendered Places

Module (Due date)	Topic, Readings, Activities
14 (12/17)	<i>Assessment 3: Your Cultural Identity</i> Discussion 12 Replies